

# THE SCHOOL GOVERNMENT CHRONICLE

AND  
EDUCATION REVIEW

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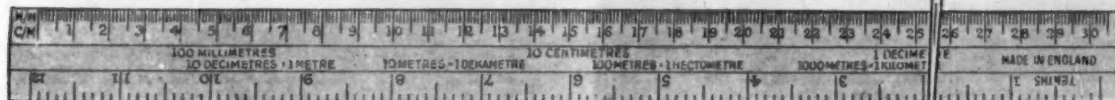
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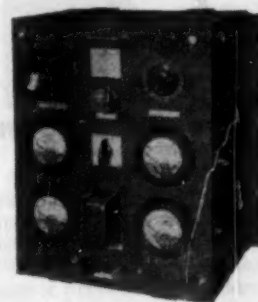
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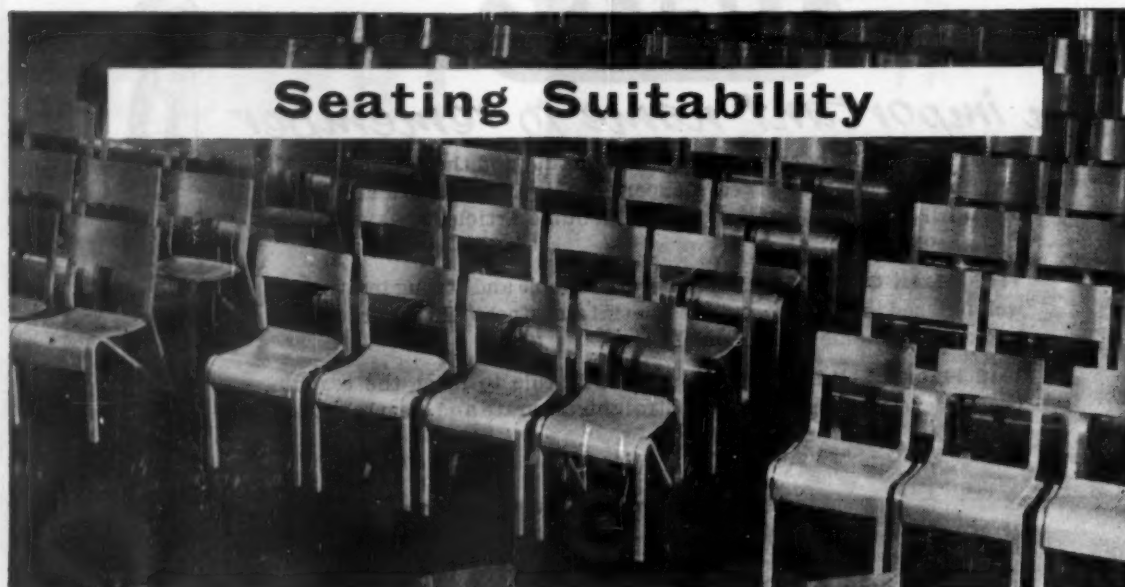
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# SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,385. Vol. CL.

AUGUST, 1957

## Quality in the Teaching Profession

"I have never believed in what some describe as the doctrine of original sin, that a child is born evil, and to help him on towards perfection, the evil should be beaten out of him. And equally I believe that the antithesis of that doctrine, the doctrine of original goodness, is educationally and socially disastrous. Schools cannot produce the results desired by parents and society if children are given unrestricted freedom, or if (and I'm merely putting it another way) the teacher abdicates . . . Our task as I see it, is to give the child liberty not licence . . . to eliminate evil tendencies and to encourage all that is good. And when we proclaim this is our task, the world will more readily realise the necessity of the good teacher," declared SIR RONALD GOULD, in his *Presidential Address to the World Confederation of Organisations of the Teaching Profession*.

"One of the most pressing and important of all educational problems to-day," said Sir Ronald, "is the supply of teachers. It is important, because what matters most in education is not the Ministry of Education, not committees, with their never failing supply of advice and exhortation, not school boards, local authorities, divisional executives, governors, managers, inspectors, organisers, nor even the officers and officials of teachers' organisations, but those in closest touch with children—the teachers in the schools. The impact of mind on mind and character on character counts for so much that the most important element in the education service, after the child himself, is the person in closest contact with him. Whatever plans and schemes may be made by politicians, administrators and conferences, and however important they may be, in the last analysis the quality of our educational service is largely determined by the intellectual, moral and spiritual resources of the teachers."

### Teacher Shortage

On this subject, Sir Ronald said he wished to make two points. First, beware of political statisticians, or more accurately beware of the politician's use of statistics. The number of teachers required is usually based on the assumption that a certain number of children should be entrusted to one teacher. And in almost every case the assumption is educationally unsound. He had never known official estimates of need based on what he would regard as a satisfactory numerical relationship between teacher and children.

### Quality and Quantity.

His second point was beware of the risks inherent in the search for sufficient teachers, and particularly beware of the risk of sacrificing quality for quantity. To obtain enough teachers in Canada, the United States, England and elsewhere, attempts had been made to lower standards of admission to the teaching profession.

Teachers had resisted, for they know that if standards in the teaching profession fall, the child suffers.

In practice, however, governments, local authorities, and the public generally care little for high quality in the teaching profession, and for many reasons.

### Can Anyone Teach?

Many believe that anyone can teach. But how little they really know of the qualities essential to good teaching! First, the teacher must know his subject; he must know something of academic discipline; he must have some acquaintance with real scholarship, for you cannot teach any subject successfully unless you know much more than you have to teach. Secondly, he must know something of children and how they develop, for as John Adams remarked, John has to be taught as well as Latin, the child as well as the subject. Thirdly, he must possess technical efficiency, knowledge of the methods used in teaching, and skill in applying them. Fourthly, he must know something of the educational system and the part it plays in the modern world. And fifthly and lastly, he must have that indefinable but recognisable combination of characteristics known as "personality." He must have faith, enthusiasm, the power to encourage and stimulate. He must regard his work as a profession, a vocation, a priesthood. These are the qualities needed in good teachers.

### Are there teacher-substitutes?

There is another reason why quality in teachers is regarded as of little importance. Commercial interests and, alas, some teachers have lent colour to the suggestion that there are reasonably satisfactory teacher substitutes, that books, films, filmstrips, radio and television can make the work of the teacher unnecessary. This is nonsense. There is no satisfactory substitute for the teacher. I do not suggest that books, films, radio and television are useless. They are very useful, but they are aids to the teacher not substitutes for him.

### Are teachers unnecessary?

There is yet another reason why the good teacher is undervalued. Many have accepted and proclaimed the immoral idea that progress is the law of life. Children, it is said, come into the world trailing clouds of glory. They have perception, insight and understanding denied to or lost by their teachers. Nature, not their teachers, should show them the way. The children know best. Stand out of the way and let them do as they like. That is the way to perfection.

Sir Ronald then made the statement at the head of this report.

There is another, and the worst reason of all, why the world ignores quality in teachers. Many want to get education on the cheap. The cost of employing any kind of teachers in large numbers must inevitably be high; the cost of employing good teachers is higher still; so to keep the cost down quality is conveniently overlooked.

For this a heavy price is paid, the denial of the child's opportunity for self-development, and with it the denial of our own liberal ideals, ideals which have developed slowly through the years but are now held in common by Christians, adherents of other religions, and humanists.

If a country, despite its inadequate financial resources, really believes a child has a right to self-development, and is working to provide the necessary opportunities, I have no word of condemnation, only gratitude and praise. But if a country is wealthy enough to make greater progress than it is doing (and there are many

such), and if words are contradicted by actions and practical policies are determined without reference to ideals, that country is thoughtlessly or deliberately denying children a fundamental human right, and in my eyes stands condemned.

### Standards of Living Threatened.

There is another price to be paid for an indifferent quality education. It is a low standard of living. The evidence for this is all around us. Individuals lacking education more and more take the low grade jobs and with them low standards of living. Many countries are impoverished because the people are too ignorant to exploit their natural resources.

The development of technical education in more advanced countries illustrates the same point. An employer, somewhat against his will, was persuaded to release his young workers for part-time technical education. The employer did so, not because he believed in what he was doing, but because he could not deny his work-people facilities granted by other employers. And what happened? Within a few weeks, production increased and the employer found that technical education actually paid dividends.

And to-day, when universities want money to develop their science faculties, they turn in confidence not to the long-haired intellectuals, but to the tough business men, the men with the brass, who know first hand of the insatiable demands of industry for trained personnel, who know that education spells prosperity and ignorance spells poverty. In fact, the insistent demand for technical and university education is coming more from industry than from the masses of the people.

To argue that all this cannot be afforded is nonsense. It is essential as knowledge of a little elementary economics would show. We do not live on money, but on the products of industry. The value of our monetary income, the value of our weekly pay-packet or monthly cheque depends on what industry produces now, which in turn depends on the quality of the products of our educational system. So living standards depend on what the schools have already produced. And living standards in the future, or what industry produces in the future, will depend to a great extent on what happens in the schools now. If we want a prosperous future, we must invest in it, and invest by providing the best possible education system now. If we do not invest in this way, there is no future.

### Portable Drama Equipment for Schools

London Provision Costs £30,000

In 1955/56 the L.C.C. Education Committee voted £22,200 for the provision of 100 sets of portable drama equipment for primary schools, and five sets of a more robust construction for experimental use in secondary schools without fixed stages.

The sets supplied to primary schools are now in use, and are proving a valuable aid to their dramatic activities. Four secondary schools have been supplied with a complete set, and two others have each had part of a set; the experiment has proved most satisfactory.

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## Teachers' Three-Year Training Course

### National Advisory Council's Recommendations.

The introduction in 1960 of the three-year training course for teachers should enable better educated teachers to enter the schools is the view expressed by the National Advisory Council on the Training and Supply of Teachers in their sixth Report, "Scope and Content of the Three-Year Course of Teacher Training"; (H.M.S.O., 9d.) published last month. Detailed planning in preparation for the new course should be started at once, and the report is published in the hope that it will help in this process.

In and after 1960 there is likely to be severe competition for entry to colleges, which should substantially raise the standard of entry, and the three-year course will offer an opportunity to recast teacher training and to introduce into it more of the qualities of mature study.

It is likely, suggests the Council, that in selecting students for admission colleges will be able to give greater weight than at present to the capacity of a student to pursue his own education with independence and judgment. This will be a major step, says the report, towards the goal of a teaching profession in which all members, regardless of the type of school in which they teach, are either trained graduates or worthy of equivalent status in the profession.

One of the chief needs is to give students more time at their own disposal, free of commitments arranged for them. "If all the extra time is used for instruction, teaching practice and other compulsory activities, the new course will be no different from the old, taken at a more leisurely pace, and the students will not learn to study for themselves or acquire by their own efforts mature standards either of scholarship or of professional technique," adds the report.

The setting and definition of higher standards than at present to be attained by students is one of the major tasks ahead. The extended course should provide scope for the student to take at least one of his main subjects to the highest level he can reach. "With better students, the attainment in one or more subjects of a standard nationally acceptable and of a quality comparable with that of the universities becomes a reasonable objective."

The main ingredients of the present two-year period are "main subjects," "curriculum" and "education" courses and teaching practice. The range of subjects taught in the colleges, and the numbers taking them must within broad limits be related to the needs of the schools, but within these limits the student should have choice of subjects. Every student, however, should have a "substantial" course in English—and in some cases, Welsh—and there is general support, says the Council, for the view that a course in elementary mathematics is a reasonable requirement for all students. The education course does not require more than a proportionate increase of time allotted to it but, because of the rigorous nature of the course, many of the more difficult aspects should be reserved for the third year of training, when the student is more mature. There is no case for a greatly increased allotment of time to teaching practice, says the Council.

The report mentions the desirability, educationally

and economically, of having larger colleges, "but planning must take account of the fact that rationalisation of the present system will take time. The future of the smallest colleges will have to come under review."

The value of training colleges depend on their staffs. It is of great importance that colleges should use the period of notice before the longer course is introduced to improve the quality of their staffs, on whom the longer course will make new and heavier demands.

## Higher National Diploma in Production Engineering

A scheme, the first of its kind, for full-time courses leading to the award of a Higher National Diploma in Production Engineering has been arranged by the Ministry of Education in conjunction with the Institution of Mechanical Engineers and the Institution of Production Engineers. Arrangements for part-time courses leading to the award of Higher National Certificates in Production Engineering have existed since 1941.

Local education authorities and technical colleges were informed last month of the rules and conditions governing the award of the new Diploma.

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# Association of Art Institutions Conference

## Mr. A. A. Part on the Objectives of Art Education

Speaking at the conference of the Association of Art Institutions last month, Mr. A. A. Part, Under Secretary in charge of the Further Education Branch of the Ministry of Education said that with technical and commercial education art education is one of the three main subjects for which his branch of the Ministry was responsible.

In art education, said Mr. Part, he thought they had four objectives, and he was leaving aside architectural education because it was a big and slightly separate subject which deserved a speech all to itself on another occasion. The first of the four objectives he had in mind was to educate the future professionals of the fine arts.

"In the past," said Mr. Part, "figures have been bandied about by some very eminent gentlemen which suggested that the art schools contained anything up to 100,000 full-time art students (I'm not sure that on one expletive occasion, the figure didn't go up to 200,000) all hoping to earn their living by practising the fine arts. As you know, there are in fact only 11,500 full-time art students—at any rate in L.E.A. Art Schools. The statistics are not altogether easy to analyse; but it looks as though 1,000 of these students are studying architecture, well over half the rest are destined for jobs in industry or commerce (most of them, of course, in the lower ranges) and a good proportion of the remainder become teachers.

"Teachers of art come, as you know, from two sources: the training colleges and the art schools, and there can be no doubt that we owe them both a considerable debt of gratitude. Ever since we changed over from the idea of instructing children in selected subjects to the philosophy of educating them in a rounded way to the limit of their abilities, art education has come to play an increasingly prominent part in the process. We have come to see that an education is incomplete if it does not give a child an opportunity of learning to use materials and of developing any latent artistic talent and appreciation that he may have. The efforts of the schools in this direction have sometimes been obscured by criticisms, which have on occasion been justified, about the standards of achievement in some of the traditional basic subjects, but I think that members of the public who have seen such exhibitions as the recent one staged by the London County Council to demonstrate the work of children in the schools have been surprised at the liveliness and quality of the work displayed. Exhibitions of this kind rightly emphasise not only the achievements of the relatively few with exceptional talent, but the work of the average children whose general education is profiting so much from their experience of creative work in art and crafts.

"Much of this work stands to the credit of teachers who have been educated in the training colleges and it is interesting to note that last year at these colleges some

830 students were studying art as a main subject and a further seventy were taking a supplementary course at either a training college or a college of art. If there is a criticism to be made of teachers of art who have taken a two-year course in a training college, it is that they have not had enough opportunities of developing their own artistic knowledge and talents. The introduction of the three-year course should enable the colleges to provide much better opportunities.

"The other source of supply is the art schools. They provide, of course, most of the art specialists, and these teachers too have a great deal to be proud of. If there is a criticism to be made of them, it is that many of them have left school at the age of sixteen or so and that they sometimes emerge with their National Diploma in Design and Art Teacher's Diploma as specialists who do not take an interest in the rest of the school's work and that perhaps also sometimes prevents them from being as good teachers of art as they might be.

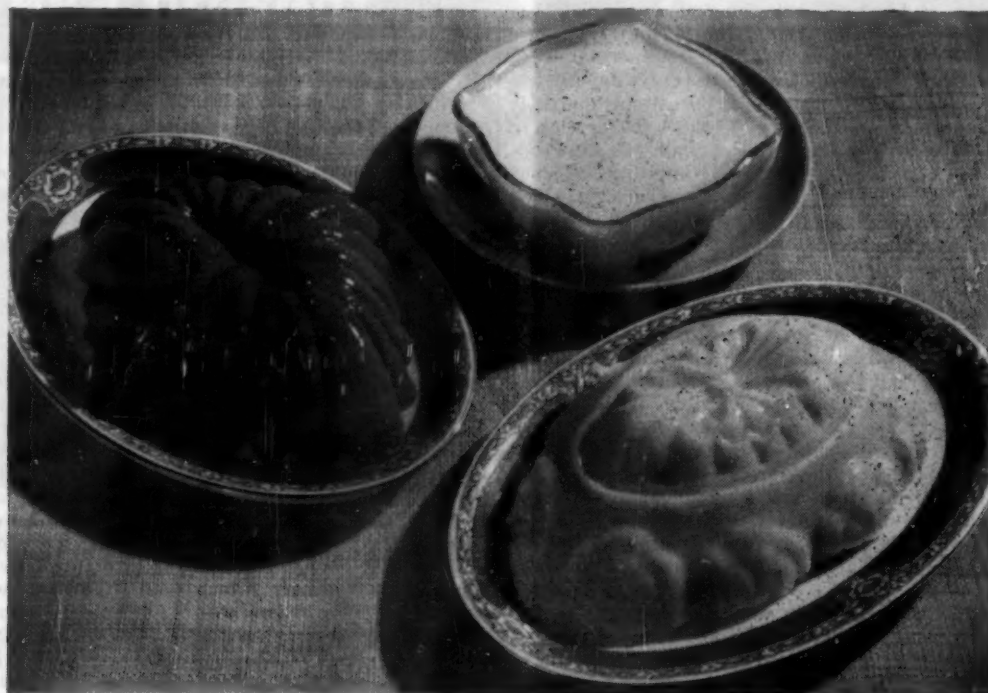
"As Head of Further Education Branch I spend a lot of my time urging the importance of boys and girls staying on at school as long as they can profit by doing so. With all their faults the present methods of selection do ensure that most of the best talent is channelled into forms of education which lead logically towards experience in the sixth form. We must still retain the opportunities, of which we are so proud, for everyone who has to leave school before the age of eighteen to be able to develop his talents by another route, but with our new system of secondary education, it is, I believe broadly true to say that we should look to the sixth form for the majority of our top-liners in all fields of activity. On the technology side, industry is becoming more and more convinced of this and I believe it will be increasingly true in the field of art education as well.

"Next, I come to the problem of giving amateur practitioners every chance and of raising the general level of public appreciation of art and design. Spare time painting is now, of course, a thoroughly "U" occupation: it looked at one time as though practice in painting was becoming an essential qualification for high political office. The art schools now have as many as 100,000 evening students. Many of them are, of course, taking these classes in order to improve their skill at their job, or to widen their artistic experience. But a considerable number are learning art for fun. Surely that is a very desirable thing? Perhaps the only question at issue here is how much people who take such classes ought to be expected to pay—or, to put it another way, how much people who do this ought to expect to be subsidised by their fellow-taxpayers.

"We are not, as a whole, an artistic people. We do not seem to have in our marrow the instinctive sense of form and colour which, for example, many Italians seem to have. Perhaps this is something which can be



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"I think it is worth keeping one's eye on the economic aspect. However much we stimulate the Government departments, local authorities (whether their grants are percentage or blocked) and industry, nationalised or private, to sponsor the work of artists, they can never match the purchasing power of the general public. So many of the things which people use every day involve production processes in which the trained artistic designer can play a useful part. I believe that it is up to you and us to try to see that the quality of design of products in every day use is steadily improved. This is a call for action by the art schools and colleges which brings me to the question of educating designers for work in industry and commerce. May I try to outline some of the qualities which, it seems to me, these people must have? First of all, there are what I might call the technicians and craftsmen, most of whom will leave school at the age of fifteen or sixteen and either do a two-year full-time course, or go straight into a job and improve their skill by part-time study. We in this country have a long tradition of training people of this sort. Indeed, one has only to look at some of the products of our craftsmen both in the past and now to feel that, on the whole, we are doing quite a good job in this respect. As I have said, something like half of the 11,000 full-time students in art schools are preparing for this sort of work and so, of course, are most of the 33,000 students who are taking art classes on a part-time day basis.

"But now we come on to what I might call top-line designers. Here the problem, if not different in kind, is certainly different in degree. These people have to have not only a substantial artistic training, but other qualities as well. They need, I suggest, broad interests which will help them to get on with other people, for an essential quality of an industrial designer is that he must be able to work as a member of a team. I hope I shall not be trespassing on the professional field too much if I suggest also that they need an analytical and intellectual approach to design problems. It is certainly this capacity which has accounted in large measure for the notable success of the Architectural Development Group at the Ministry. If they are to be accepted as prominent partners in the industrial process, they must not, so to speak, sit in an ivory tower and design, and then expect to be able to hand over the design for execution by industry.

"A designer must be prepared, then, to study fully and sympathetically the processes available to industry. He must also be cost conscious. In other words, he must fit himself to become not only a designer in the narrow sense, but a member of the administrative and production teams.

"If my analysis is correct, it means that, in talking of top-line designers, we must set our sights high. From such talks as I have been able to have with people in industry, I get the impression that they are looking, above all, for people of really high quality. I believe that they would wish the art schools, if necessary, to sacrifice something in terms of quantity if that would help to produce people of a calibre to succeed in the sort of job which I have outlined.

"Then there is the question of conferences. Conferences can often be a waste of time, but I don't think

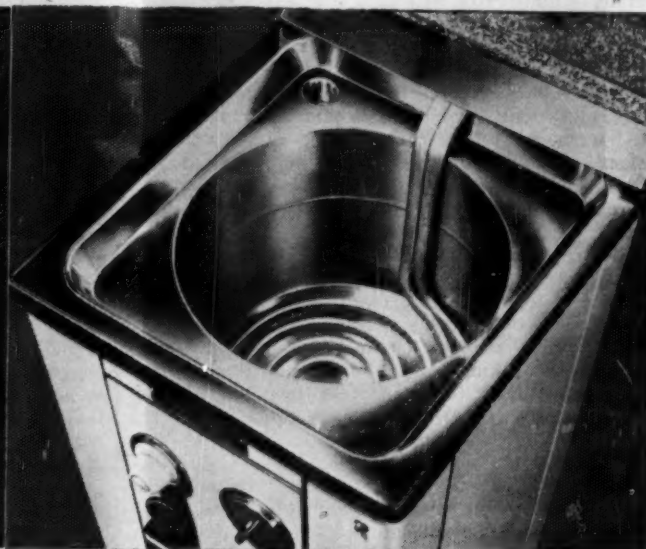
there is any doubt that the drive for technical education during the last twelve months has benefited considerably from the large number of discussions which have been organized up and down the country.

"It is by no means uncommon, I understand, to find people, even in what I might call the artistic industries, who do not know that there is such a thing as the National Diploma in Design. I think we must admit that there is a great deal of selling of one kind or another for the art schools to do and I am sure that the art schools and their students can only benefit from closer contacts with industry. Indeed, this is only one aspect of the ideal put before the art schools in the Ministry's pamphlet on art education that they should establish themselves as the centre of artistic inspiration in their area and should forge strong links not only with industry, but with the schools and, indeed, anyone interested in art.

"You will expect me to say something about the review of full-time art courses and also about the National Advisory Committee's report. The review of courses was instituted before my time, but perhaps there are one or two things which I can usefully say about it. The first is that anyone who has the job of cutting anything down is pretty certain to incur some unpopularity and, now that the operation is largely concluded, I am not sure that it will serve a very useful purpose to argue whether the method or the timing could have been better. The second is that, when the Ministry took note—as we were bound to do—of the substantial rise in the number of teachers which had coincided with a substantial fall in the number of full-time students, some sort of action became inevitable. One had only to look at the very large numbers of N.D.D. classes with mere handfuls of students (in many cases only two or three) to appreciate that many of them must be very uneconomical. The present position is that the number, of schools with courses leading to the N.D.D. which before the review was 139, is now 125 and the figures for courses leading to the Intermediate examination are 164 and 143. Negotiations with a number of authorities are still in progress.

"On the question of organization, I do not know whether we have yet reached the final answer. The Ministry is, I believe, sometimes criticised for seeking to apply to art education methods which may be suitable to technological education, but are not right for art. Such a criticism is groundless. We must be interested, not in applying analogies, but in getting the solution that is best for art. At the same time, if there is something in the technical field which is, in fact, suitable for art, we ought obviously not to be reluctant to use it. It may well be, for example, that, if the Council for Art Education comes into existence, it will have something to learn from the operations of the Hives Council.

"Finally, then, I come to the report of the National Advisory Committee. There is no doubt that this Committee has done a most interesting and valuable job. I know that the Minister is grateful to them for all the work that they have put into it, and we owe a particular debt of gratitude to Mr. Freeman, the committee's chairman. You will appreciate that the Minister must be free to consider the report on its merits in the light of the comments which he has invited from the A.A.I. and the other bodies interested in it. We have received comments from a good number of



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organizations and so far, all of them are in general sympathy with the committee's proposals. There are naturally a number of criticisms that have been made, and I hesitate, in the circumstances, to single any of them out for special mention, but I might perhaps say a word about two of them.

"The first is the composition of the proposed Council for Art Education: several points have been made about that. It is clearly not going to be easy to hold a satisfactory balance between adequate representation of the essential interests and unwieldiness, but you may be sure that all the comments made will be carefully studied.

"The second is the proposed abolition of the intermediate examination on a national basis. Whatever may be the decision about that, the important thing seems to me to be to ensure that an adequate variety of courses is provided to match the differing needs of the many students taking courses which end at about the age of eighteen. By no means all of them will be going on to the three-year N.D.D. course proposed by the committee.

"In deciding his policy on the report, I am sure that the Minister will be most careful to look at the picture as a whole, remembering that art education is sustained not only by the larger colleges and schools, but also by many smaller schools. He will wish to consider what part all these schools may be expected to have in the future and how they may best be helped to play it."

### The Needs of the Disabled

Opening the Seventh World Congress of the International Society for the Welfare of Cripples, last month, Lord Hailsham, Minister of Education, said the view was still too widely held that handicapped children are also dull.

Society, even when its conscience was thoroughly aroused to a realization of the needs of the disabled, was, he said, fond of indulging in this sort of misleading generalization. But sometimes it tended to fly to the opposite extreme; conscious of its neglect and stirred in its conscience, society often proceeded to lavish sympathy and sentimental attention quite divorced from the practical necessities of the case, and wholly alien to the real desires of those whom they sought to serve.

The first principle in dealing with the handicapped was to recognize their right to as good an education, or training, or treatment as they could be given, whether in the schools or in adult centres. For this purpose, said the Minister, the greater difficulty and expense should be treated as irrelevant.

There was another principle which was second only in importance to the first. Nature's reaction to disablement was a desire for normality and independence. It was a healthy reaction, and one in every way to be fostered. That was why, wherever possible, the policy in this country was to educate the handicapped in ordinary schools with only such adjustments as were necessary to meet the needs of the particular handicaps.

It was the task of those whose special care it was to treat disablement or educate or train the disabled, to foster and direct into fruitful channels the natural desire for independence and, partly by the same process

and partly by medical care, to minimise the physical limitations and the consciousness of them.

"I must acknowledge plainly that this task can be undertaken only as a labour of love," said Lord Hailsham. "It is worth saying publicly that few tasks are more difficult, more exacting and, though sometimes frustrating, more ultimately rewarding."

### Teachers for Northern Nigeria

Speaking at the Maria Grey Training College, University of London Institute of Education, to teachers who attended an orientation course before taking posts in West Africa, Alhaji Abdul Maliki, Commissioner for Northern Nigeria, emphasized the important role played by teachers in establishing high standards of public service.

There was a great shortage of teachers in Northern Nigeria, he said, and they had set as their goal self-government for the Region by 1959, but to fulfil properly the functions of government they must have educated people. He did not mean only those with sound academic knowledge, but men and women of good and proven character. The Government of Northern Nigeria was aware of the urgent need for men and women of impeccable character to enter the higher posts of the Civil Service.

"In a young country such as Nigeria," he added, "every encouragement is needed so that boys and girls about to leave school take the right path."

He warmly welcomed those women teachers whose work would be concerned generally with the education of Northern Nigerian women. "Education of women in the North is making great strides," said the Commissioner, "and we are aware that no country can take its place in the modern world which neglects to educate its women. There is little point in educating the men unless the women can stand on equal footing with them."

The Commissioner remarked that the North was conscious it had lagged behind the other regions in matters of education. There was now, however, a considerable number of mission schools in the Region and the Government was giving every support to these schools. Not only were relationships between Government and missions very good, but financial aid was being given to the missions to ensure a unified system of education throughout the Region.

"Wherever you go in Northern Nigeria you will be very welcome," the Commissioner assured the teachers.

### Cooking in Pictures

A new technique of printed cookery lessons has been developed by Cookeen in the first of a series of leaflets, which explains how to make short pastry on one side, and how to make an apple tart on the reverse. The lesson is given practically throughout in pictures, using the minimum of worded instructions, so that the directions are simple to a degree. Batches of "Cooking in Pictures" are offered free of charge to educationalists, and requests should be sent to Link Information Services Limited, Hesketh House, Portman Square, London, W.1.

Mr. A. D. Jackson of West Hartlepool, has been appointed assistant education officer to the Dudley authority.





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No. 3385

AUGUST, 1957

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## Month by Month

### Government's Challenge.

ON the 29th and 30th July, the House of Commons debated the Government proposals relating to local government as disclosed in the recent White Papers. It is significant that the debate was concerned in the main with the proposal for a "general" or block grant to replace, with certain exceptions, the present percentage grants. Two facts have now clearly emerged. One is the weakness—some have said the inconsistency and even plain dishonesty—of the Government proposals and the other is the political strength of those whose task it is to force them on Parliament and the Nation. Realising the second fact, some educationists have already ceased to oppose or even to criticise, on the ground that it is wiser and more realistic to consider how to make the proposed new system work to the benefit of English education. Unfortunately such a policy, even if it were manifestly the right one, cannot be followed. The Ministers of the two departments concerned are still unable or unwilling to give the information that the country requires in order that the effect of the proposals upon national education may be truly assessed. Vague promises of fair and equitable treatment are not enough, but nothing more specific or precise has been given. The debate made clear too that the grant proposals will add to the financial burdens of local education authorities—the more conscientious and progressive the authority the greater the new burden—but will add nothing at all to the power, the responsibility, the initiative or the liberty of the authorities whose duty it is to administer locally a national system of education. The Parliamentary Secretary to the Minister of Education blundered badly when he mentioned as a matter for regret or even blame rather than for satisfaction that "local education authorities"—surely he meant "local education committees"—were showing "an increasing capacity to forge links with the Ministry of Education rather than with their respective county councils or county borough councils." That a block grant will encourage differences in the standards of educational provision can hardly be seriously doubted, nor can it be denied that the greatest progress towards the establishment of adequate national standards has been made since and in direct consequence of the establishment of the percentage grant system. The Government argued that a percentage grant discourages initiative and that the greater the percentage of expenditure borne by the Ministry the less will be the local authority's initiative, enterprise and sense of responsibility. This argument is contradicted by the experience of every local education authority in the country. In addition to the main grant of 60 per cent., are there not also special grants of 75 per cent. for higher technological education and for the youth employment service and even a 100 per cent. grant for the provision of meals service. Are not these services, more highly grant-aided or even wholly reimbursed, as carefully and as effectively administered by local authorities as their other educational provision or as the non-grant aided services of county and county boroughs? Mr. J. C. George (C. Glasgow, Pollock) brought into the open the hostility towards the education

service which characterises some Finance Committees. It is not quite nice to refer to this hostility, but Mr. Pollock even spoke of the "discipline" which Finance Committees would, in future, be able to exercise over Education Committees. Finance Committees, he said, would "at last come in to their own" and would in the glorious days ahead "be ablaze with life."

**The  
Minister's  
Report  
for 1956.**

THE Report on *Education in 1956*, though addressed to the Queen by her present Minister, Lord Hailsham, relates to a period for the whole of which his predecessor, Sir David Eccles, was in office. Statistics have a considerable practical value for the education service. Hence interest has already been shown in figures which elsewhere might have less significance. In 1955 the number of infant children declined substantially, but was almost exactly counterbalanced by the increase in juniors. Hence primary school numbers as a whole remained almost constant. There was, in fact, a slight increase instead of the slight decrease that had been expected. The total number of all pupils, primary and secondary, was 133,000 more at the beginning of the year than it was a year earlier. Of this increase, 130,000 were additional senior pupils. This increase at the secondary stage was due to two factors. One of course was the "bulge" in the birth rate immediately after the war. The other was what the Minister calls "a further welcome rise in the number of pupils staying on [at school] beyond the age of compulsory school attendance." This is a most hopeful development in secondary modern schools, which should be allowed to gather momentum for a few years before the need for any further compulsory extension of the school leaving age is considered. The Minister also calls attention to the "marked increase in the number of pupils staying at school to the age of seventeen or over" as a "particularly significant feature of the last few years" in grammar and technical secondary education. The shortage of teachers of mathematics and science in secondary schools is rightly mentioned, though hardly with that note of urgency which might have been expected. It is admitted too that the supply of physical education, handicraft and housecraft teachers was below the demand. The supply was and still is non-existent in some subjects. Teachers of metal work are perhaps the most urgently needed of all teachers of craft subjects, but there is a shortage too of teachers of French and German in secondary modern schools. The recent Burnham Award has done all that could be expected by way of financial inducements. The Report refers to it as "the biggest increase ever recorded," and that is on the basis of "an increase of over 15 per cent. in the total cost of teachers' salaries." This percentage however is itself based upon a very defective estimate, as figures of actual expenditure will in due course demonstrate. The percentage increase will be found to be very much higher even for all salaries, and notably so in grammar schools and technical colleges.

Both in his preface and in the body of his report, the Minister records that local education authorities in 1956 made increased awards to students, both for university courses and for courses at technical colleges and other establishments. "Greater uniformity was achieved," says the Minister in his introduction, "in the value of

the awards for these latter cases." In Chapter VI it is stated that, for the Academic Year 1956-57, all local education authorities used the recommended income scale and standard figures of maintenance for their major awards to university students. In this, the former category, it would seem that complete uniformity of financial aid has now been achieved. These are striking examples, which should not be lost sight of at the present time, of the attainment of national standards and the eliminations of local variations under the percentage grant system. The Secretary of the Association of Education Committees is fully justified in asserting that in educational opportunity generally variation from area to area is very much less than it was before the last war, and that the present grant formula has made a notable contribution to that end. For that reason if for no other, Government should hesitate before discarding its most valuable instrument in securing equality of opportunity and rational standards of educational provision.

**Institute  
of House-  
workers.**

AFTER a period of discouraging uncertainty about its future, the National Institute of Houseworkers has been reprieved. The Minister of Labour stated in the House of Commons on the 31st July that Government has now decided that it will, after all, aid the Institute financially after the end of the current financial year. A much reduced but not by any means useless contribution will be made "over a considerable period of years." Thus official approval and help will still be given to the general work of the Institute in establishing appropriate conditions of employment in domestic work and in enabling the Institute to become self-supporting. The Minister made it clear that the Institute's training courses in domestic work would not be grant aided. They must be financed by grants and bursaries from local education authorities and voluntary bodies. The Institute intends to continue such training courses at its Harrow and Swansea centres, with the essential support of local education authorities. Last year the Institute received £60,000 from the Ministry of Labour. Then came the Minister's announcement that, as an economy measure, all grant aid would cease. The Minister has since repented and paid £25,000 to the Institute in respect of its commitment for the current financial year. Now the Minister promises £15,000 a year hereafter. This will enable the Institute to survive, but it will operate in future "only on a very limited scale." The Minister in his statement paid tribute to the value of the work of the Institute and expressed the hope that organisations interested in raising the standard of domestic employment would be encouraged by the Government's example to contribute towards its expenses. Last year, the tenth year of the Institute's life, 315 candidates took the Diploma examination and 297 were successful, while 127 pre-diploma workers employed in households were preparing for the same examination. It was the Association of Education Committees which approached the Minister early this year with the proposal that the Institute be continued as an examining and standard setting body. The Minister accordingly states that "the Government have not agreed to make a grant towards the Institute's training courses (i.e. at Harrow and Swansea) except for 1957-58. Grant in aid will, however, not be dis-



continued for courses run at Bridge of Allan by the Scottish Association for Housecraft Training. Some explanation is needed regarding the exceptional consideration shown to the Scottish centre. It will presumably still be possible to run such courses as were at one time so successful at large hospital centres, provided that no Ministry aid is needed. The Training Scheme for Hospital Domestic Staff was for girls aged 15 to 18 years of age. It was a full-time two year's course. The first year at the hospital or infirmary included Further Education classes. The second year was one of practical experience in the actual domestic work of a hospital. The Institute's Diploma was awarded to successful candidates, on their record and final test results. Pupils received an appropriate weekly maintenance allowance and twelve days annual holidays. Matrons greatly valued the courses and the girls undoubtedly benefited educationally and vocationally.

#### **The Future of Local Authorities.**

THE financial proposals of the Government have tended to divert attention from the Command White Paper so far as it related to areas, status and functions of local authorities. Any changes which may affect local education authorities should be most carefully and vigilantly studied. A great and indeed unique opportunity was missed when the Butler Act abolished the former "Part III" authorities with their statutory powers in elementary education and their very wide delegated powers in secondary and further education. County and County Borough Councils became the only local education authorities in England and Wales. Unfortunately nothing was done to correct even the most glaring anomalies. County Borough status was in fact consistently refused to non-County Boroughs which should have been granted the status of local education authorities under the Butler Act. Cambridge ceased to be a local education authority and is still only a division or district of the County Education Authority. The Borough has since been made a city, but with no county borough status. Oxford, on the other hand, because it was a county borough in 1944, has continued to be an autonomous local education authority. Large towns elsewhere are subordinate to their county councils, while towns half their size or less have county borough status and powers. Surely the first step towards reform is to iron out these anomalies. Divisional executives are strongly opposed to their own abolition. *The Times Educational Supplement* recommends that below the local education authority level more power should be given to school governors and managers. It is suggested here that anomalies should be removed, as a first step, since this would not require any amendment to the Education Acts. The task of governors and managers is to govern and manage their schools, not to enforce school attendance, provide medical inspection or school meals, award scholarships and maintenance allowances or carry out the numerous other administrative tasks for which they are not by their instruments and articles appointed.

**The Pilgrim Trust** have made a grant of £150,000 to the Oxford historic buildings appeal. First payment of £25,000 will be made immediately and the remainder by ten annual instalments of £12,500.

### **Teachers' Superannuation (previous employment) Rules, 1957**

Persons leaving posts in industry to become specialist teachers in technical colleges and elsewhere may now be able to "buy in" for pension purposes a period of up to five years of industrial employment (i.e. to secure that previous service is counted as pensionable teaching service). Conditions are laid down in the Teachers' Superannuation (Previous Employment) Rules, 1957, (S.I. 1957 No. 1297) which came into operation on August 1.

These rules, which are made under Section 19 of the Teachers' (Superannuation) Act, 1956, apply only to persons who begin teaching between the ages of 25 and 50. The rates of contribution, which may be made either as periodical payments or in a lump sum, are laid down in a table prepared by the Government Actuary. Periodical payments are payable until the teacher's 60th birthday or earlier breakdown or death, and will normally be deducted from salary.

A teacher of thirty could "buy in" a period of five years by paying periodical contributions at the rate of 1.9 per cent. of salary (in addition to his ordinary contributions of 6 per cent.) or a lump sum of 43.3 per cent. of the first annual salary as a teacher. A teacher of 45 would have to pay 4.55 per cent., or 53.5 per cent., respectively. For older teachers the contributions become increasingly expensive.

The rules may also apply to teachers already in contributory service. They must apply to the Ministry within six months of the date of the coming into operation of the rules.

The facility is not restricted to teachers in technical institutions and the previous employment need not have been in industry, but it is emphasised that arrangements are intended for specialist teachers whose previous experience is of direct value to them in their teaching posts.

Further information can be obtained by writing to the Ministry of Education (Pensions Branch), Honeyport Lane, Stanmore, Middlesex.

### **600 Ways of Saying "Woman"**

The Hungarian Academy of Sciences has commissioned Mr. Vilmos Zolnay, a linguist, to publish a "dictionary of bastard language," which he has been compiling for twenty years.

Its 100,000 entries contain not only slang in the general sense but thousands of words developed from foreign roots which now look and sound Hungarian. Each entry gives details of the word's linguistic origin and when it first entered Hungarian use. It is supplemented by a history of slang and a collection of synonyms.

In his research into synonyms, Mr. Zolnay found 600 different expressions for "woman," 330 for "food," 420 for "money," 220 for "policeman" and 110 for "prison."

This is not Hungary's first venture into dictionaries of unusual words. Back in 1200 there appeared a collection of obscene words, in 1500 a book of beggars' expressions, and later records of expressions in card games, students' slang—and the language of outlaws.



# The Education Authorities Directory and Annual

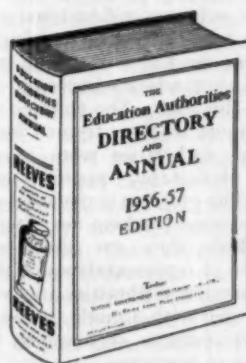
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### Surrey County Library

In his report for the year 1956/57, Mr. R. F. Ashby, Surrey County Librarian, has again to record an increase in the use of the County Library service, the total issue of books at 7,017,589 being nearly 7 per cent. higher than for the previous year.

The district library services accounted for 5,870,776 of the total issues from 34 full-time libraries, 7 part-time libraries, 11 village centres, 24 school libraries and 21 libraries in hospitals, and of the more than half-a-million books in this section 4,685 were stocked in schools and 1,016 at further education groups.

The rural library and school services served from headquarters included 141 village centres, 161 school and college libraries and 20 hospital and home libraries. The issues from this section were 1,109,670, and 39,994 volumes (just over 25 per cent.) of the stock were in school libraries.

A students service was also operated from headquarters with a total issue, including books borrowed from outside sources, of 45,945 volumes.

Of the 7 million books issued nearly 2 million were to child borrowers.

A number of new buildings were brought into use during the year and eight new school libraries were opened.

Mr. W. R. J. Coe, deputy director, has been appointed to succeed Mr. W. H. Bolam as director of education for Bootle.

## Education in 1956

In January, 1956, there were over 6,600,000 children in maintained schools in England and Wales. This was a million more than six years earlier and a further increase of over a quarter of a million is expected by the peak year of 1961. Provision of new school places and the supply and distribution of teachers were thus among the main tasks facing the Ministry of Education during the year. 1956 also saw the launching of a five-year programme for the expansion of technical education. These are among the facts given in the Report of the Ministry of Education for 1956 just published.

There were 130,000 more children in secondary schools in 1956, which, says the Report, was mainly because the children born at the end of the war were beginning to enter the secondary stage, but also because there was a further welcome rise in the number of children who remained at school after the age of fifteen.

Among schools coming into use during 1956, secondary schools already outnumbered primary schools, and by the end of the year, over 600 secondary schools and over 300 primary schools were under construction. Building programmes for 1955-56 and 56-57 together included 215 new secondary schools for rural reorganisation, more than half the total number needed throughout England and Wales. Despite increases in building costs, new projects approved in the year were all subject to the limits of cost per place fixed in April, 1955.

The number of very large classes for children under eleven was again reduced; those with more than forty pupils fell from 37,000 to 33,600 and those with more than fifty pupils from 917 to 621. But the number of senior classes with more than thirty pupils rose from 35,000 to 38,000. "The relief to the primary schools was most welcome and justified after the heavy burden which the teachers had carried during the last few years." The urgent need now is to find more teachers qualified to teach in secondary schools and during 1956 steps were taken to this end. The training colleges were asked to produce more teachers trained for senior work and local education authorities were asked to encourage the transfer of suitably qualified teachers from primary schools. The problem is rendered more difficult, says the report, because teachers are often not available in the areas where they are most needed. Following a conference of representatives of the teachers and of the local education authorities in October, each authority was provided with a guide, based on a national calculation, to its share as at January, 1958, of the increasing total force of teachers.

In January, 1956, there were nearly a quarter of a million teachers, an increase of 6,500 over the previous year. Recruitment to teachers' training colleges in 1956 showed a marked increase over 1955. There were more suitable candidates, especially women, and most colleges were able to meet the Minister's request to admit more students. The number of graduates admitted to training in university departments of education rose for the first time for some years. The number of untrained graduates entering maintained schools, which has been growing steadily, is now approaching 2,000 a year. Over 1,000 teachers attended

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one-year supplementary courses of training during the year and the Ministry held eighty-five short courses, including a new one in radio-active techniques at Harwell Isotope School.

The shortage of mathematics and science teachers for the secondary schools continued to cause acute anxiety. There was a net increase of 310 graduate teachers in these subjects during the year. But if the standards of science teaching in secondary schools are not to deteriorate in face of the great increase in pupils expected during the next five years, the rate of increase will need to be about 500 a year higher. Indefinite deferment of national service for 1st and 2nd class honours graduates taking up teaching was granted for the first time in 1956, resulting in the appointment of 201 graduates, including 169 to maintained schools. The higher graduate allowances effective from 1st October should also help to attract a large number.

In October, 1956, a substantial increase in teacher's salaries took effect. It is estimated that the additional costs of the revised scales will be about £35 (m) in a full year.

#### Technical Education.

In February, 1956, the Government announced a five-year programme for the development of scientific and technical education. The main purposes are to raise the annual output of students from advanced courses at technical colleges from 9,500 to 15,000 and to provide part-time day courses for twice the number of young workers now being released by their employers. This plan is associated with a building programme of £70(m) the last projects in which are to be started by 1960-61. By June, building programmes for £40 (m) worth of new construction has been announced.

Eight colleges were selected to concentrate entirely on advanced technological work.

The National Council for Technological Awards, set up at the end of 1955, announced its detailed proposals for a new Diploma in Technology which is intended to have the same standing as a university honours degree. The number of Technical State Scholarships was increased from 120 to 150, and both these and the ordinary State Scholarships were made available for courses leading to the Dip.Tech. The number of courses in advanced technology recognised for the special 75 per cent. grant rose by about 11 per cent. to 684, and the number of short courses for scientists and technologists already working in industry also increased. By the beginning of the 1955-56 session, there were 25,000 more day release students, than in the previous year, bringing the total to 380,000. The number of full-time teachers in technical colleges increased by about 8 per cent. to 9,921 and the number of part-time teachers by about 5 per cent. to about 47,000. In view of the importance of securing teachers in the numbers and of the quality required to implement the White Paper, the Minister set up a special committee to examine the supply and training of teachers for technical colleges.

The number of students attending adult education classes rose by nearly 10,000 in the 1955-56 session to a total of 158,509. The possible value to scientists of classes in liberal studies was illustrated by a report from one extra-mural department which said, "It has been encouraging to see how they have responded to courses in archaeology, philosophy, music and other subjects previously unknown to them because of the intensive

specialisation demanded in science courses at a university."

#### Handicapped Children.

There were welcome reductions during the year in the number of deaf, maladjusted and physically handicapped children awaiting places in special schools. But special estimates made by the local education authorities revealed that places were required for about 27,000 educationally subnormal children. An additional 2,481 places were provided during the year, some 80 per cent. of them for educationally subnormal children, and by the end of December a further 8,500 places were in course of provision or included in building programmes up to 31st March, 1958.

#### School Meals and Milk

The number of day pupils having dinner in grant-aided schools at the beginning of October was just over 3 million or 47.9 per cent. of the total, compared with 48.3 per cent. in October, 1955.

During the year local education authorities made substantial progress in their efforts to secure milk supplies at competitive prices, and by the end no county borough authority was paying full retail price. In many areas, however, there was reason to believe that competition was still being restricted by agreement between the local suppliers.

#### University Awards.

A total of 21,304 full-time students were admitted to universities and university colleges at the beginning of the academic year 1956-57, an increase of 1,376 over the previous year. The number of new awards from public sources rose from 15,909 to 17,119. This rise included over 1,000 major awards by local education authorities, who also increased substantially their awards for full-time courses at technical colleges.

#### Wales.

The total number of children in maintained primary and secondary schools in Wales increased from 426,000 in January, 1955, to 432,000 in January, 1956. The 1956-57 building programme for Wales included eighteen primary and twenty-six secondary schools at an estimated cost of nearly £3(m).

For the first time, the Welsh Joint Education Committee made arrangements in 1956 to hold an examination for a certificate of proficiency in Welsh. The examination is intended for adult students who wish to obtain a qualification in Welsh.

During the year local education authorities spent nearly £13,000 on Welsh books for schools under the Welsh books scheme.

#### Museums.

At the Victoria and Albert Museum, the primary galleries, which contain masterpieces from all parts of the museum, have now been completed.

Part of the Mechanical Power Transmission Collection at the Science Museum appeared on exhibition for the first time since the war.

It was decided to split the Science Library into two parts at some future date. One part is to remain in South Kensington. The other, to be established in the provinces, is to form the nucleus of a great new National Lending Library for Science. A good deal of work was done during 1956 on a detailed survey of the lines on which the books might be divided.



# As the Administrator Sees It

FROM A SPECIAL CORRESPONDENT

## THE TECHNICAL PROGRAMME

More than a year has elapsed since the Government announced their plans for an extension of technical education. The technical college structure in the country was to be organized in a series of colleges ranging from the local college to the advanced college of technology. Large sums of money were to be spent in building new colleges and in bringing old colleges up to date. Both the scheme and the intention were highly praised, and it seemed that good results would follow quickly.

But in recent months there has been an ominous silence regarding the whole technical programme. It is very doubtful if progress has been as rapid as was hoped.

It is true to say that the planning of technical colleges is not an easy matter for the architect and the administrator. In the years since the end of the war the main emphasis has been on the building of primary and secondary schools. A vast amount of experience has been gained, and the pattern of primary and secondary schools is now well-defined. But in the planning of technical colleges neither the architect nor the administrator has this well-established and well-trying body of knowledge to call upon. Every project is an individual one, with its own individual difficulties and problems. This undoubtedly is one reason for the delay.

Another cause of delay, and one which is less obvious, arises from the constitution of many governing bodies. In the case of technical colleges which serve an area wider than that of one local authority the Ministry of Education have pressed for joint governing bodies; and the Ministry officials have argued that if a college serves an area of more than one authority it is fair and appropriate that representatives of the authorities served by the college should form a governing body.

This, of course, is admirable doctrine. Wars have been fought on the issue of taxation and representation. If students from Bassetshire provide a significant proportion of the students attending the technical college of the county borough of Basset, it is just and proper that representatives of Bassetshire should have some say in the governing of the college.

Alas, however, governing bodies of this kind are not always speedy and effective in action, and particularly where money is concerned. In some cases the Instrument of Government provides that before any capital schemes can be started, the approval of the Borough Council of Basset and the County Council of Bassetshire must be obtained. Sometimes it is not easy to obtain approval to capital expenditure from one council; when more than one council is involved the difficulty is increased. Sometimes Basset are prepared to approve but difficulties are encountered in Bassetshire. This particularly happens when the Chairman of the Bassetshire County Council or finance committee happens to live in a part of the county which does not derive any benefit from the Basset Technical College.

The joint governing body can work effectively when the subsidiary partners agree to let financial control rest with the council of the main partner. From the

point of view of speedy decision and execution this is the best arrangement.

If serious delays are being experienced in the technical programme the Ministry might be well-advised to examine why such delays are taking place. If the constitution of a governing body is the stumbling block, then steps should be taken to bring about some amendment.

\* \* \*

## PRIMARY SCHOOL PROBLEM

Now that numbers in the primary schools are beginning to fall, primary school heads are facing the problem which will not grow any easier with the passage of years.

In every town there are primary schools which have a reputation for so-called scholarship work. In villages which support two schools it usually happens that one school has a better reputation than another. A stranger will often be puzzled as to the reason behind these preferences. It rarely happens that one school is favoured at the expense of another because the building is better. Usually the cause is the head teacher or a particular teacher in the school.

When accommodation was tight in primary schools, parents were often compelled to send their children to a school against their wishes. No authority can stand idly by and watch one school being grossly overcrowded while another school in the same neighbourhood is half empty. But the position in primary schools is now changing. In the great majority there is now room and to spare. Parental choice can now operate more strongly and in consequence some heads are now finding out just exactly how their schools are regarded by the people in the neighbourhood.

It is a difficult problem. If the more intelligent children go to a particular school it is inevitable that more children from that school should qualify for a grammar school education. Parents rarely give credit to the children in this respect. They are quite sure that a school with a good record in the grammar school entrance examination has some teaching secret denied to less fortunate schools. In addition, when this tendency is at work, head teachers are often forced, against their will, to give a disproportionate amount of time to the bread and butter subjects of the entrance examination.

It is a very real and a very dangerous problem for the schools concerned. Officially the schools are inspected by members of H.M. Inspectorate. It can very well happen that their standards and ideas are very different from that of the parents. It is not unusual for the school which is rejected by parents to receive a better report than the school which is favoured by parents. What then can a head teacher do? Is the opinion of H.M. Inspectorate more valuable than the opinion of the people? Or is *vox populi* really *vox Dei*?

**Dr. G. F. Loughlin**, Lecturer in Music at Glasgow University, has been appointed Ormond Professor of Music and Director of the Conservatorium at the University of Melbourne, Australia.



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### Royal Schools of Music

The sixty-eighth annual meeting of the Associated Board of the Royal Schools of Music (Royal Academy of Music, Royal College of Music, Royal Manchester College of Music and Royal Scottish Academy of Music) was held in London on July 23rd.

Dr. Thomas Armstrong, in the chair, presented the Annual Report for 1956, which showed that entries for the Board's examinations in the year amounted to 140,816, a rise of 10,677 and the highest number yet recorded. This included an increase in entries for the General Musicianship examinations but the Board hoped that the value of this subject will be still more widely appreciated.

There were 2,241 more candidates overseas, the expansion being most marked in the Far East.

The diploma L.R.S.M. had been conferred on 131 candidates out of the 305 who had entered.

After the adoption of the Report, the Board entertained to lunch 66 of its Honorary Local Representatives from local centres and 120 of its Examiners. Loyal toasts were given to Her Majesty the Queen, the Board's Patron, and to Her Majesty Queen Elizabeth the Queen Mother, the Board's President. Sir Ernest Bullock, in a short speech, welcomed the guests, and Mr. E. Arnold Dowbiggin of Lancaster, responded.

### Education in Service

#### Cheshire Pupils Learn to Run Street Savings Groups

Miss E. Wilson, Headmistress of Lakes Road Secondary School for Girls, Dukinfield, Cheshire, attaches great importance to National Savings as a vital factor in training children in the principles of good citizenship. For many years a leading member of the Local Savings Committee, she now has nearly 90 per cent. of her girls in the School Savings Group.

Some months ago Miss Wilson decided that she could do even more to further the education of her pupils in social service by recruiting specially selected ones to run Street Savings Groups.

Personality and a sense of responsibility were the qualities Miss Wilson considered most essential, and she spent two months making a careful selection of likely young Group Secretaries. Then she approached the parents to see if they were willing to allow their daughters to take up the work and if they, themselves, would be prepared to accept responsibility for the credit stock of Savings Stamps. With their consent, the Headmistress called together the new "Junior" Group Secretaries, and with the Assistant Savings Commissioner she explained to them the method of running a Savings Group. Each girl was given a credit stock of £2 and told not to try to run too big a Group, but to collect only from immediate neighbours. In this way, sixteen new Street Groups were formed and have now been running for several months. Average membership is about fourteen members per Group. The parents have expressed their satisfaction with this new activity which they feel gives the children a sense of responsibility and an interest in local and national affairs.

Now a "Junior" Group Secretaries' Club has been formed at the school, whose members meet once a month to discuss their savings work and to compile the returns which will in due course be sent to the Local Savings Committee.

### Women's Groups Urge Unesco to Study Inequalities of Pay in Education

Women representatives of twenty-two international organizations have urged the United Nations Educational, Scientific and Cultural Organization to undertake a study of inequalities in salaries offered to men and women in the teaching profession throughout the world and also of laws discriminating against married women as teachers.

This request was among suggestions concerning Unesco's programme for 1959 and 1960 which were made at a meeting of international non-governmental organizations held at Unesco House with Mme Helene Lefauchaux, president of the International Council of Women and member of the Assembly of the French Union, as chairman.

In their review of Unesco's activities in education, culture, the social sciences, and other fields, representatives at the meeting were particularly concerned with the need for equal opportunities for women to benefit from these activities.

They agreed that discrimination should be eliminated from programmes of free and compulsory education throughout the world and stressed that this education should be free for girls as well as for boys. At the same time, they pointed to what was termed the "terrible inadequacy" of professional training now available to women.

Unesco was also asked by the meeting to undertake a programme of studies aimed at helping women to qualify for a greater role in public life—a role termed by Mme Lefauchaux as "essential to the status of women in other fields as well."

Concerning the status of women in the world, the meeting urged a Unesco survey of individual countries which would compare three factors: the rights guaranteed to women in the Universal Declaration of Human Rights, the position of national legislation on these rights and the situation as it actually exists.

### B.B.C. Television Broadcasts

The Annual Programme of B.B.C. Sound and Television Broadcasts to Schools for 1957-8 gave general information about plans for the B.B.C.'s experimental T.V. service, in which it said:

Experiment implies assessment. This assessment will not be immediate: valid judgments cannot be made before the service has had a fair run. Nor will the assessment be quantitative: the number of schools using the programmes will not be the main criterion. The assessment will be an educational one: information and comment will be gathered from teachers direct, from Inspectors of Schools, from the Council's own Education Officers and from other well-qualified observers. Because of the experimental nature of the service, B.B.C. producers will particularly value comments from teachers using the broadcasts.

So that the B.B.C.'s producers may have the benefit of the comments of teachers at the earliest possible moment the School Broadcasting Council is now making arrangements for a number of teachers to report direct to the Council on broadcasts which they have taken in school. Local Education Authorities are now being consulted on the selection of teachers for these panels.

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## National Institute of Houseworkers

The Government has decided to continue a small grant-aid to the National Institute of Houseworkers after the end of the current financial year, said Mr. Iain Macleod, Minister of Labour, in the House of Commons. The grant will be of the order of £15,000 a year payable over a period of some years.

No part of the new grant would be available for maintaining the Institute's own courses of training in domestic work which, if continued, must be paid for out of the grants and bursaries made available by local education authorities and other organisations.

So far as the Institute's present training centres were concerned the local education authorities in Wales were already the main support of the Welsh Centre and as a result of support from English Authorities the Institute intended to retain the English Centre on a similar basis. In Scotland, the independent Centre run by the Scottish Association for Homecraft Training would go on, and its students would continue to be eligible for the Institute's diploma.

"The Government appreciate the value of the Institute's work," added Mr. Macleod, "and hope that other organisations interested in improving the standards of domestic employment will be encouraged by the Government's example to contribute towards the funds of the Institute."

## T.V. Programmes for Schools

Associated-Rediffusion has decided to continue its series of T.V. Programmes for Schools for the academic year 1957-58. Details of the proposed programmes for the year have been considered and approved by the School Broadcasts Committee under the chairmanship of Sir John Wolfenden. Although full details are not yet available of all the programmes in each series, these outline plans have been released to education authorities so that schools may, if interested, be able to consider their place in the proposed timetables for next term and for the year as a whole. While the subjects indicated for this Autumn's programmes are firm, one or two of the series during the subsequent terms may have to be modified when they come to be planned in detail. Any such modifications will be notified a term in advance.

The Autumn term will start on Monday, 23rd September and will run for ten weeks till Friday, 29th November, but there will be no transmissions during the week 28th October/1st November. The programmes will be transmitted each day between 2-45 and 3-15 p.m.

## Free Films

Travel, mining, arts and crafts, agriculture, accident prevention, civil engineering, business efficiency and industrial relations—these are among the many subjects covered on 16mm film, now available free of hire charge from the G.B. Film Library. Full details, of these are given in the Library's first catalogue of sponsored films covering seventeen different subjects. They have been carefully selected for distribution from the many hundreds submitted and were mainly produced by professional film units. The films, sponsored by many well-known companies, highlight the achievements of British industry.

## FILM STRIP REVIEWS

### COMMON GROUND LIMITED

**CGA 726—Ants.**—The lively ant is not an easy creature to photograph and credit is due to Lennart Wilsson for the remarkable and fascinating pictures in this strip, a British edition of Gumperts A.B., Sweden. D. J. Stanbury, too, is obviously interested in ants and has combed a wealth of literature to provide accurate and concise notes to the illustrations. The introductory pictures deal with nests and some anatomical features of the male, female and worker. 10 frames are given to the life cycle and 9 to food and feeding, including of course the association with the aphids. The concluding pictures deal with defence and attack. Teachers not familiar with ants and their ways will do well to read John Crompton's charming and lucid descriptions in "Ways of the Ant" (Collins) as a background to this excellent strip. 36 frames.

**WA 745—Peter, an Eskimo Boy.**—A Workshop strip made in collaboration with the Edinburgh House Press, and, obviously intended for the Infant School. The line drawings are simple, clear and effective, showing Peter's home, his pet puppy and his family. The main portion of the strip deals with an incident in Peter's life when he slips and falls, breaking his arm. This necessitates a journey to the mission hospital where we see him receiving care and attention, resulting in his making a friend of Alec, the Missionary's son, and his consequent introduction to the Church. All frames are captioned so that the incident may be read by the children. No script. 26 frames.

**CGA 723—Elizabeth Fry.**—We are confident that this strip will be welcomed as an essential to use in conjunction with the excellent strips on Florence Nightingale (Common Ground CGA 410 and Educational Productions 6038) for what Florence did for hospitals Elizabeth did for prison reform. Cecil Northcott has given an appreciative and kindly introduction to the life of this remarkable farseeing reformer and his notes on the pictures are lucid and helpful. The strip deals with Elizabeth's early life in Norwich, her London life and Quakerism and her final years. A strip which will doubtless find its way into all types of schools and colleges. 39 frames.

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**Wonders of the World.**—Issued by the Religious Education Press Film Bureau. A straightforward strip to encourage clear thinking and promote discussion, but above all to show the purpose and wonder of life. The seven wonders of the Old World are beautifully illustrated with line drawings in a style eminently suited for projection. Wonders of the Modern World, shown mainly by photographs, include the Suez Canal, the largest mechanical digger, the "Queen Elizabeth," a power station, X-ray machine, a Viscount air liner and the world's largest telescope. The wonder of life is depicted by a picture of a harvest scene. 22 frames.

**The Bible Story on Stamps.**—After seeing that lovely strip "Stamps and the Christian Faith" we are confident that viewers will be glad to receive another equally interesting strip on similar lines. T. J. Budge has selected 21 stamps representative of the O.T. and 21 for the N.T. It is significant that the O.T. is mainly represented by examples from Israel, and 12 of these issued since 1951; on the other hand the N.T. is represented (with 3 exceptions) by stamps from European countries. Colour reproduction is good and the strip will be appreciated, not only by Sunday

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schools and religious bodies, but by youth clubs and philatelic societies. A fine project with a useful purpose. 42 frames.

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**No. 5212—The Chief Education Officer.**—No. 5 in the Local Government Officer series produced by the Public Relations Department of NALGO with the co-operation of the members and officers of the Croydon County Borough Council. Strips of this nature provide interesting and informative details of the work of various officials who keep the wheels of local government running smoothly and efficiently, and may in some cases help a school leaver in the choice of a career or assist the post-entry training for a new recruit into the service. The 31 photographs show the many activities of the C.E.O. and outline the many branches of the work with which he is concerned; the health, welfare, and education of schoolchildren of all ages, further education and evening classes, the school meals service, building and supplies, renovations, secretaries and salaries; and we are glad to note also the chief clerk who relieves his principal of much of the routine work.

**No. 6242—Richard II.**—Produced at the Theatre Royal, Brighton, December 8th, 1952—an H. M. Tennent production—the play directed by John Gielgud. In this fine strip we are privileged to see the photography of Angus McBean, the internationally famous stage photographer. His superb renderings show 12 half-length or portrait studies and 13 groupings; and it is interesting to note that Paul Scofield as Richard II was recently voted actor of the year. All scenes are pictured save Act III, scene I, and Act 5, scenes 2, 3 and 4. The atmosphere and mood is helped by a lighter than usual printing of the photographs. Additional copies of the script are available at 2s. 6d.

**No. 5205—Le Misanthrope.**—This strip concludes the series of Moliere's plays. In his introduction J. T. Stoker has some very interesting observations to make on examinations and their preparation. He regards *Le Misanthrope* as the most difficult of Moliere's plays for the student and points out a number of misunderstandings he has recently encountered in marking several batches of scripts. He corrects a number of misconceptions and gives a lengthy skeleton answer to a typical question. The commentary in the notes, as in others in this excellent series, is a valuable exposition of Moliere's work and a fund of useful information for the student. The illustrations are a combination of etchings, paintings and photographs of modern settings. An invaluable help for students taking G.C.E. at higher level. 49 frames.

#### GAUMONT BRITISH

**8444—How Man conserves the Soil.**—Produced by Encyclopaedia Britannica Films Ltd. and intended for 11 years and upwards. This is an aspect of geography which has hitherto received little, if any, attention. True, the story of erosion has been dealt with and the disastrous results of wholesale tree felling discussed. This modern science with its many branches will certainly have an appeal and set the scholars thinking on new lines. The subject is dealt with very fully here and pupils will appreciate the work now being done by departments of agriculture the world over to wrest the most from the soil and conserve it in the best way possible. Some aspects dealt with are: fertilising, green manuring, pasturing, crop rotation, cover crops, contour farming, grass waterways, strip cropping, terracing, mulching, windbreaks, gully reclamations, irrigation and soil chemistry. 57 frames.

**8445—The Maritime Provinces of Canada.**—Also by Encyclopaedia Britannica and for the same age group.

The strip commences with the location of the Maritime Provinces and a general outline. Early history is next dealt with, then follow sequences dealing with farming, fishing, fur-farming, lumbering and wood products, coal and steel, trade and tourist traffic. Each frame is captioned so that the strip is self-contained. The notes give much additional information. 62 frames.

#### 8C 450—Spain—Part I.

#### 8C 45L—Spain—Part II.

These are excellent strips. The lovely colour pictures convey far more than would their black and white counterparts. The fresh greenness of Galicia is seen in marked contrast to the drab and dry Meseta. Strip I deals with N.W. Spain and the East Coast. There are some superb photographs of the Pyrenees, and many interesting shots from Catalonia and S.E. Spain. Strip 2 deals with the Central Meseta and South Spain. There is more architecture in this strip in addition to many fine shots of typically rugged scenery. The modern trend in soil conservation is remarkably well shown in the picture taken on the slopes of the Genil. Part I has 34 frames, Part 2, 38. The script contains maps showing summer and winter isotherms, population and scenery types; it is a pity these maps were not on the strip for all to see.

#### 8430—Pacific Canada.

#### 8431—The Prairie Provinces of Canada.

#### 8432—The West Indies.

Three new titles produced by Encyclopaedia Britannica Films. Unlike the strips in the "Earth and its Peoples" series, these strips have captions to all the frames. The same captions appear in the script which has the same format as the previous series, the notes being by the same author. Hence there are useful statistics about monthly temperature and rainfall, crops, cattle and productions. In each strip the concluding frames review material in the form of questions and suggestions for topics for discussions.

**8430** illustrates the regional geography of British Columbia, including Vancouver Island. Physical features are first dealt with, explaining why the region is so much visited by tourists. Agriculture follows. Many frames are given to lumbering, mining and salmon fishing and canning. The concluding frames deal with hydro-electric power and shipbuilding. 60 frames.

**8431** summarises the regional geography of the provinces of Alberta, Saskatchewan, Manitoba and the N.W. Territories. The pictures have much in common with other strips on the prairies—lumbering, fur-trapping, cattle raising, crops and storage, soil conservation and windbreaks, mining and future developments. The emphasis is naturally on the great part which the railways and road systems have played in the development of the provinces. 60 frames.

**8432** gives a short history of the islands with reference maps, and for the purposes of this strip the islands are treated as a whole. Emphasis is on the production of sugar, tobacco, coffee and cocoa; other aspects include cattle raising, bananas and truck farming. 59 frames.

**8433—The Endocrine Glands.**—An Encyclopaedia Britannica strip, and one well suited to point out what is meant by bio-chemistry—for the strip clearly indicates what has been done experimentally. The functions of the glands and the purpose of hormones is well brought out. The strip illustrates the specific functions of the parathyroid, thyroid and pituitary glands and the pancreas. The effects of endocrine deficiency are shown by photographs of actual animals deprived of secretions. Modern remedies for endocrine diseases are discussed with particular reference to glandular



extracts (i.e. insulin). The student will readily appreciate that normal activity depends upon the balanced function of these glands working together. 63 frames. As this is bound up, too, with correct body nourishment, strip S443 may be considered supplementary.

## WALL CHARTS

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### C595—Woodwork Activity.

### C613—Metalwork Activity.

These two sets of charts (six each) give detailed and accurate information on how to make various items used in schools to develop the technique of certain operations. For example, the Metalwork Job Sheets show how to make a flour scoop, a bottle opener, a door button, coal tongs, bevel gauge, etc. Showing soft soldering, drilling and filing, riveting, annealing and cold bending, brazing, etc. These charts (Activity and Job sheets) give a complete scheme of work and instruction which a handicraft teacher may use with his pupils, so giving time for individual instruction and supervision.

**C527—Geography: The Netherlands.**—The previous Netherlands set has been entirely revised and in the three new charts photographs have been used in place of drawings. Sheet 1 shows physical features and the reclamation schemes. Sheet 2, the people, and Sheet 3 the economic structure of the country. Published in co-operation with the Netherlands Government.

**C6141-6—Cricket.**—These six charts have been prepared in conjunction with the M.C.C., and are a simple reference to the main points of technique of batting, bowling, fielding and wicket keeping. Each chart takes significant features of its subject and develops them in a clear diagram form as follows: (1) Batting: showing the grip, stance, forward and backward defence, (2) off driving, on driving, and moving out, (3) cuts off the back foot, hits to the leg; (4) Bowling: the sequence action and grips for different breaks; (5) Fielding: position of readiness, throw in and catching; (6) Wicket keeping: stance and taking a leg ball.

**From the Pictorial Charts Unit** we have received copies of seven new charts recently published. Of particular topical interest in view of the current controversy on the incidence of lung cancer amongst smokers is a chart on "Tobacco," giving much interesting information on this product and its use by persons of various age groups. Other titles are "The Nile Valley," "Egypt," "The Growth of the Church," "British Trade," "Thinking for Yourself," and "I cut my Finger," the latter being of special hygiene value in schools to show how germs in a simple cut finger can affect the whole blood flow in the body. The others provide valuable educational aids on the subjects indicated which will be appreciated by teachers.

These charts are issued as part of a subscription Pictorial Charts Service under which for a payment of three guineas per year the subscriber is entitled to three batches of six charts each for each academic term. Details from D. W. Tyler, 153, Uxbridge Road, London, W.7.

**Membership of the Boy Scouts Association** has jumped by 28,971 over the past year bringing the U.K. total to 561,359. This is the highest figure to have been reached since the birth of the Movement fifty years ago, showing that the same ideals and principles laid down by Baden-Powell in 1907 have still the same attraction to the modern boy. The total world membership is 8,000,000.

## MISCELLANY

**Dr. C. Whitworth** who has been the Assistant Education Officer for Further Education in Middlesex since 1949, having previously been Head of the Department of Chemical Engineering at Loughborough College, has been appointed to the post of Principal of the Royal Technical College, Salford.

**Leeds University** announce the appointment from January 1 next of Mr. J. Griffith, B.A. (Oxford), as full-time Director of Studies under the provisions of the Nuffield Provincial Hospitals Trust's grant in aid of a pilot scheme of courses of study for hospital administrators in the Department of Extra-Mural Studies.

**Finchley Borough Council** at its last meeting passed the following resolution: "That this Council considers that the system of selection for secondary education, based on the 11-plus tests is not wholly reliable and calls on the Middlesex County Council as Local Education Authority to continue its research to improve the selection procedure as well as to develop the modern school courses for the more able pupils."

**Dr. Gordon Van Praagh**, Senior Science Master at Christ's Hospital, Horsham, is visiting Lawrence College, near Rawalpindi, Pakistan, at the invitation of the headmaster, Mr. H. L. O. Flecker, and under the auspices of the British Council, to take part in a course for Pakistani teachers of science. Afterwards, Dr. Van Praagh will go on to Nepal where he will visit schools and give talks under arrangements made in conjunction with the Nepalese Government.

**The first active recruitment campaign** to attract boys leaving school to careers in building and civil engineering, has been launched by Holland and Hannen and Cubitts, Ltd. They are inviting up to six boys, between the ages of sixteen to eighteen years, from each of 120 secondary grammar and public schools in the London postal area, to attend a two-day course in London next month entirely at the company's expense. The only necessary qualification is G.C.E. with five passes including English and Mathematics.

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Ten pupils at Woolverstone Hall, near Ipswich, the L.C.C.'s only secondary boarding school for boys, have gained places at universities this year. It is the first time that this two-form entry school, opened in 1951, has been able to enter candidates.

Answering Sir Frank Markham in the House, Sir Edward Boyle said it was estimated that the total administrative costs of divisional executives was somewhere between £3(m) and £4(m) a year. There were at present 204 such executives, including the councils of 44 excepted districts.

This year's National Safety Congress will be held in the Central Hall, Westminster, London, S.W.1, on October 15th, 16th and 17th. The Congress will cover the vital aspects of safety on the road, in the home and amongst children, and an interesting programme of leading speakers and other personalities is being arranged.

A negative reply was given by the Parliamentary Secretary to Mr. Sorensen who asked if he would confer with the British Transport Commission with a view to securing an extension of cheap travelling facilities for young people over 18 years of age who are still pursuing academic courses at schools or colleges, particularly in the London Transport area.

When he met representatives of the Educational Institute of Scotland last month Lord Strathclyde said the Secretary of State will ensure that the standard of education in Scotland is maintained when the general grant system of financing local authorities, proposed in the recent white paper, "Local Government Finance in Scotland," is introduced in two years' time.

The Sixth American Congress of Educationalists recently held in Montevideo and consisting of representatives of the teaching profession throughout the continent of America, accepted a resolution recommending "to all members of the teaching profession the teaching of the international language, Esperanto, because of its great utility for international relations."

The vote for the Ministry of Education for 1956-57 amounted to about £332 (m); an increase of more than £45 (m) over the previous year. The increase was almost wholly due to increases in the grant-aided expenditure of local education authorities. More teachers were employed and their salaries were increased; more new schools and technical colleges were opened; there were also substantial increases in the rates payable on schools and colleges.

The introduction of block grants to local authorities instead of percentage grants would inevitably lead to the necessity for considering whether such services as education and civil defence should become national responsibilities said the Rev. P. C. MacQuoid, County Finance Convener, at Aberdeenshire County Council meeting. "If this idea of block grants is introduced," he declared, "particularly in education, the tension between the spending committees and the finance committee will inevitably increase just to that point where the question—in the case of education and possibly civil defence—will have to be raised, whether these services should not be national responsibilities."

## BOOK NOTES

**The Electrician**, No. 79, Choice of Careers Series. (H.M.S.O. 1s. 9d.)

The boy who is thinking of becoming an electrician will find in this booklet information on what he has to learn about the installation, repair and maintenance of all kinds of electrical wiring and equipment. He will also find details of the personal qualities required, the arrangements for apprenticeships and for studies, and promotion opportunities. Electrical equipment is now so complicated and varied that most electricians specialise either on installation or on repair and maintenance work. A section on electrical contracting describes the planning of the job, wiring, connecting up the fittings and testing. Another section explains the work of the maintenance electricians. Both sections are fully illustrated. Brief accounts are also given of some fields of work for which electricians may be specially trained from the start. These are the wiring of electrical apparatus, and electrical work in cars and other vehicles, shipbuilding, aircraft, mining, railways and Cinema projection.

**Empire Information Project Atlas** (Educational Productions Ltd., 42s.)

An unusual and unique type of atlas that gives up-to-date factual and "digestible" information about a number of British Commonwealth countries in an attractive and stimulating manner.

The late Lord Clarendon provided practical inspiration for a group of people who believed, with him, in the need for action to combat ignorance and apathy about those members of the Commonwealth progressing towards self-Government, eventually to take their place at the side of the great Dominions and a Project Committee was formed to take up the task of producing an Empire Information Atlas which would be available at a price permitting the widest possible use.

This volume of forty-seven 18-inch by 25-inch colourful and comprehensive pages of charts is the result. Editorial work was undertaken by the British Society for International Understanding, and in this atlas has grouped together the rich and varied territories of the British Commonwealth of Nations. The pages are split up into regions so that areas may be studied and these with population and economic development are summarised in a page of text which prefaces each section.

That this large task was accomplished was due to the efforts of Lord Clarendon and to the support which was offered him. The campaign following the original discussions sought and found Empire-minded people in business and industry who provided, in money, services and materials, the means for making this production available at a quarter its cost.

### OTHER PUBLICATIONS RECEIVED

**Reading to Some Purpose**, Book 6, by Phyllis Flowerdew and Ronald Ridout (Oliver and Boyd, Ltd., 3s. 9d.) An addition to this well-known series of books designed to tackle the special problem of reading for comprehension. Each book in the series has a reading comprehension age and Book 6 has been designed for reading ages 10-11.

**Family Affairs**, by Peggy and John Bradley (Oliver and Boyd, Ltd., Pupils Books 1 and 2, 3s., and teacher's book 2s. 9d.) A new series for teaching reading to backward girls in the secondary modern school.

**Robert Bakewell** (The man who changed British farming, by Boswell Taylor (Macmillan and Co. Ltd., 1s. 9d.)

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